Programme approval visit report

Section one

Programme provider name:	University of Salford
In partnership with: *(Associated practice learning partners involved in the delivery of the programme)*	Pennine Acute Hospitals NHS Trust Manchester University Hospitals NHS Trust Pennine Care NHS Foundation Trust Greater Manchester Mental Health NHS Foundation Trust Salford Royal NHS Foundation Trust Manchester University Hospitals NHS Trust
Programme reviewed:	Pre-registration nursing associate ⊠ Nursing associate apprenticeship ⊠
Title of programme:	Foundation degree Science nursing associate (direct entry route) Foundation degree Science nursing associate (apprentice route)
Date of approval visit:	10 June 2019
Programme start date: Pre-registration nursing associate Nursing associate apprenticeship	1 September 2019 1 September 2019
Academic level:	England ⊠ Level 5 ☐ Level 6
QA visitor(s):	Registrant Visitor: Kudzai Mafuba

	Lay Visitor: Jayne Walters

Summary of review and findings
The University of Salford, school of health and society (the school) presented programme documentation for the approval of a pre-registration nursing associate programme. The university, an established approved education institution (AEI), developed the programme as part of the Greater Manchester nursing associate partnership, which is collaboration between AEIs and practice learning partners (PLPs)/employers across Greater Manchester. The AEI and their PLPs have run the Health Education England (HEE) trainee nursing associate (TNA) programme since January 2017. The proposed programme is a two-year Foundation degree (Fd) Science (Sc) nursing associate award. There are two routes: a direct entry route and an apprenticeship route. Eight organisations present at the approval visit confirmed their commitment to the nursing associate apprenticeship route: Manchester Foundation Trust; Salford Royal Foundation Trust; Pennine Care NHS Trust; North West Ambulance Service; Northern Care Alliance; The Christie; Spire Healthcare; and, Greater Manchester Mental Health NHS Foundation Trust. The programme team, and associated PLPs/employers provided a strong rationale that the proposed programme will develop competent nursing associates to meet the Standards of proficiency for registered nursing associates (NMC, 2018). The Standards for student supervision and assessment (SSSA) (NMC, 2018) are met at programme level. The Standards framework for nursing and midwifery education (SFNME) (NMC, 2018) are not met at programme level as conditions apply. The programme is recommended to the NMC for approval subject to three conditions. There are two recommendations. Updated 17 July 2019 Evidence was provided that the changes required to meet the three conditions have been made. The conditions are met. The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel		
Recommended outcome to the NMC:	Programme is recommended to the NMC for approval	☐
	Programme is recommended for approval subject to specific conditions being met	☒
	Recommended to refuse approval of the programme	☐
Conditions:	**Effective partnership working: collaboration, culture, communication and resources:**	

| Please identify the standard and requirement the condition relates to under the relevant key risk theme.
Please state if the condition is AEI/education institution in nature or specific to NMC standards. | Condition one: Provide a strategy and implementation plan, which demonstrates how service users will be involved in the ongoing development, delivery, evaluation and co-production of the nursing associate programme. (SFNME R1.12; Standards for nursing associate programmes (SPNAP) R2.1)

Selection, admission and progression:

Condition two: The programme team should ensure that the programme outcomes, module outcomes and content are mapped to the Standards of proficiency for nursing associates (NMC, 2018). (SPNAP R2.5)

Practice learning:

None identified

Assessment, fitness for practice and award:

Condition three: The programme team must provide a detailed programme plan which clearly demonstrates an equal balance of theory and practice learning. (SPNAP R2.7)

Education governance: management and quality assurance:

None identified |
| **Date condition(s) to be met:** | 24 June 2019 |
| **Recommendations to enhance the programme delivery:** | Recommendation one: The programme team are advised to provide student facing information on reasonable adjustments prior to commencing the programme. (SPNAP R3.4)

Recommendation two: Consider monitoring the consistency of the selection process to ensure that digital literacy, literacy, numeracy, values-based selection criteria and capability to learn are assessed and documented. (SPNAP R1.1) |

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Focused areas for future monitoring:	• Implementation of protected learning time • Implementation of the SSSA • Assessment of literacy, numeracy and digital literacy at the point of admission • Implementation of reasonable adjustments

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Programme is recommended for approval subject to specific conditions being met

Commentary post review of evidence against conditions:

Revised documentation provides evidence that the changes required to meet the three conditions have been made.

A service user and carer strategy (2018 – 2021) and implementation plan confirms how service users and carers will be involved in the ongoing development, delivery, evaluation and co-production of the nursing associate programme. Condition one is now met.

The FdSc nursing associate higher apprenticeship programme mapping document confirms the programme outcomes, module outcomes and content are mapped to the Standards of proficiency for nursing associates (NMC, 2018). Condition two is now met.

A programme overview document is provided which clearly demonstrates an equal balance of theory and practice learning to meet condition three.

AEI Observations	Observations have been made by the education institution YES ☒ NO ☐
Summary of observations made, if applicable	The AEI confirmed the factual accuracy of the report.
Final recommendation made to NMC:	Programme is recommended to the NMC for approval ☒ Recommended to refuse approval of the programme ☐
Date condition(s) met:	17 July 2019

Section three

NMC Programme standards

Please refer to NMC standards reference points

Standards for pre-registration nursing associate programmes (NMC, 2018)

Standards of proficiency for nursing associates (NMC, 2018)

Standards framework for nursing and midwifery education (NMC, 2018)

Standards for student supervision and assessment (NMC, 2018)

The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates

QA framework for nursing, midwifery and nursing associate education (NMC, 2018)

QA Handbook

Partnerships

The AEI works in partnership with their practice learning partners, service users, students and all other stakeholders

Please refer to the following NMC standards reference points for this section:
Standards framework for nursing and midwifery education (NMC, 2018)

Standard 1: The learning culture:
R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with service users and other stakeholders
R1.13 work with service providers to demonstrate and promote inter-professional learning and working

Standard 2: Educational governance and quality:
R2.2 all learning environments optimise safety and quality taking account of the diverse needs of, and working in partnership with, service users, students and all other stakeholders
R2.4 comply with NMC Standards for student supervision and assessment
R2.5 adopt a partnership approach with shared responsibility for theory and practice supervision, learning and assessment, including clear lines of communication and accountability for the development, delivery, quality assurance and evaluation of their programmes
R2.7 ensure that service users and representatives from relevant stakeholder groups are engaged in partnership in student recruitment and selection

Standard 3: Student empowerment:
R3.3 have opportunities throughout their programme to work with and learn from a range of people in a variety of practice placements, preparing them to provide care

to people with diverse needs

R3.16 have opportunities throughout their programme to collaborate and learn with and from other professionals, to learn with and from peers, and to develop supervision and leadership skills

R3.17 receive constructive feedback throughout the programme from stakeholders with experience of the programme to promote and encourage reflective learning

R3.18 have opportunities throughout their programme to give feedback on the quality of all aspects of their support and supervision in both theory and practice.

Standard 4: Educators and assessors:
R4.7 liaise and collaborate with colleagues and partner organisations in their approach to supervision and assessment

R4.9 receive and act upon constructive feedback from students and the people they engage with to enhance the effectiveness of their teaching, supervision and assessment

R4.10 share effective practice and learn from others

Standard 5: Curricula and assessment:
R5.4 curricula are developed and evaluated by suitably experienced and qualified educators and practitioners who are accountable for ensuring that the curriculum incorporates relevant programme outcomes

R5.5 curricula are co-produced with stakeholders who have experience relevant to the programme

R5.14 a range of people including service users contribute to student assessment
Standards for student supervision and assessment (NMC, 2018)

Standard 1: Organisation of practice learning:
R1.7 students are empowered to be proactive and to take responsibility for their learning

R1.8 students have opportunities to learn from a range of relevant people in practice learning environments, including service users, registered and non-registered individuals, and other students as appropriate

Standard 2: Expectations of practice supervisors:
R2.2 there is support and oversight of practice supervision to ensure safe and effective learning

Standard 3: Practice supervisors: role and responsibilities:
R3.3 support and supervise students, providing feedback on their progress towards, and achievement of, proficiencies and skills

Standard 4: Practice supervisors: contribution to assessment and progression:
 R4.3 have sufficient opportunities to engage with practice assessors and academic assessors to share relevant observations on the conduct, proficiency and achievement of the students they are supervising

Standard 7: Practice assessors: responsibilities:
 R7.9 communication and collaboration between practice and academic assessors is scheduled for relevant points in programme structure and student progression

Standard 9: Academic assessors: responsibilities:
 R9.6 communication and collaboration between academic and practice assessors is scheduled for relevant points in programme structure and student progression

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Findings against the standard and requirements

Provide an evaluative summary about the effectiveness of the partnerships between the AEI and their practice learning partners, service users, students and any other stakeholders

Documentary analysis and discussion at the approval visit confirm there is robust and effective partnership working at a strategic and operational level with PLPs and employers.

The programme development process demonstrates partnership working at all levels between the AEI and PLPs/employers through the Greater Manchester project management office. There is collaborative working which includes other AEIs in Greater Manchester to support effective student learning experiences in both theory and practice. There are also shared governance processes for completing educational audits of practice learning environments and monitoring the quality of practice learning. Records of meetings and confirmation by PLPs/employers demonstrate that PLPs were involved in all aspects of the programme development, including the transfer arrangements to the proposed programme for existing HEE students.

There is a pan Manchester criterion for selection, admission and progression. Selection is collaborative between the AEI and PLPs, with PLPs having overall responsibility for recruiting to the programme. Students confirmed that digital literacy is assessed at the point of admission through online self-assessment. Students confirmed that the AEI and their employers have a proactive approach to supporting students who require reasonable adjustments.

The eight organisations present at the approval event who will employ apprentices: Manchester Foundation Trust; Salford Royal Foundation Trust; Pennine Care NHS Trust; North West Ambulance Service; Northern Care Alliance; The Christie; Spire Healthcare; and, Greater Manchester Mental Health NHS Foundation Trust told us that protected learning time has been discussed and will be in place for all students on the proposed nursing associate programme. This is evidenced in the Greater Manchester TNA protected learning time (PLT) document. Academic assessors will monitor protected learning time and information will be shared with employers on a monthly basis.

There are mechanisms for obtaining students, practice learning placements, and service user and carer feedback which involve PLPs. We found that there are robust processes in place to ensure the programmes are challenged and are reviewed by all stakeholders through the programme monitoring and enhancement

procedure. There are student feedback and reporting mechanisms for both theory and practice learning within the school through the programme monitoring and enhancement procedure. Students also confirmed that the AEI and PLPs respond to student feedback in a timely way.

The school has a service user and carer forum and a strategy, which outlines plans for service user and carer involvement in the programme. Some service users told us that they had reviewed documentation for the proposed programme. We were told that the AEI has a service user and carer involvement lead. However, there is insufficient evidence of service user and carer engagement in the co-production of the proposed nursing associate programme. (Condition one) (SFNME 1.12; (SPNAP) R2.1)

Assurance is provided that the AEI works in partnership with their practice learning partners, service users, students and all other stakeholders as identified in Gateway 1: *Standards framework for nursing and midwifery education* and,

MET ☐   **NOT MET** ☒

The school has a service user and carer forum and a strategy, which outlines plans for service user and carer involvement in the programme. Some service users told us that they had reviewed documentation for the proposed programme. We were told that the AEI has a service user and carer involvement lead. However, there is insufficient evidence of service user and carer engagement in the co-production of the proposed nursing associate programme. (Condition one) (SFNME 1.12; (SPNAP) R2.1)

Gateway 2: *Standards for student supervision and assessment*

MET ☒   **NOT MET** ☐

Please provide any narrative for any exceptions

If not met, state reason
The school has a service user and carer forum and a strategy, which outlines plans for service user and carer involvement in the programme. Some service users told us that they had reviewed documentation for the proposed programme. We were told that the AEI has a service user and carer involvement lead but we were unable to establish their involvement in the nursing associate programme. There is insufficient evidence of service user and carer engagement in the co-production of the proposed nursing associate programme. (Condition one)

Condition one: Provide a strategy and implementation plan, which demonstrates how service users will be involved in the ongoing development, delivery,

evaluation and co-production of the nursing associate programme. (SFNME R1.12; SPNAP R2.1)

Post Event Review

Identify how the condition is met:

Condition one: The service user and carer strategy (2018 – 2021) has been revised to include the nursing associate programme. An implementation plan is also provided which confirms how service users and carers will be involved in the ongoing development, delivery, evaluation and co-production of the nursing associate programme. Condition one is now met.
Evidence:
•	Programme team response to conditions, 10 July 2019
•	Service user and carer strategy (2018 – 2021) Public engagement in education and research, revised June 2019
•	Communication, engagement and involvement activities - Nursing Associate programme, June 2019

Date condition(s) met: 17 July 2019

Revised outcome after condition(s) met: MET ☒   NOT MET ☐

Student journey through the programme

Standard 1: Selection, admission and progression

Approved education institutions, together with practice learning partners, must:

R1.1 Confirm on entry to the programme that students:

R1.1.1 demonstrate values in accordance with the Code

R1.1.2 have capability to learn behaviours in accordance with the Code

R1.1.3 have capability to develop numeracy skills required to meet programme outcomes

R1.1.4 can demonstrate proficiency in English language

R1.1.5 have capability in literacy to meet programme outcomes

R1.1.6 have capability for digital and technological literacy to meet programme outcomes

R1.2 ensure students' heath and character allows for safe and effective practice on entering the programme, throughout the programme and when submitting the supporting declaration of health and good character in line with the NMC's health and character decision-making guidance. This includes satisfactory occupational health assessment and criminal record checks.

R1.3 ensure students are fully informed of the requirement to declare immediately any cautions or convictions, pending charges or adverse determinations made by other regulators, professional bodies and educational establishments and that any declarations are dealt with promptly, fairly and lawfully.

R1.4 ensure that the registered nurse or registered nursing associate responsible for directing the educational programme or their designated registered nurse substitute or designated registered nursing associate substitute, are able to provide supporting declarations of health and character for students who have completed a pre-registration nursing associate programme.

R1.5 permit recognition of prior learning that is capable of being mapped to the Standards of proficiency for nursing associates and programme outcomes, up to a maximum of 50 percent of the programme. This maximum limit of 50 percent does not apply to applicants to pre-registration nursing associate programmes who are currently a NMC registered nurse without restrictions on their practice, and

R1.6 provide support where required to students throughout the programme in continuously developing their abilities in numeracy, literacy, digital and literacy to meet programme outcomes

Standards framework for nursing and midwifery education specifically:

R2.6, R2.7, R2.8, R2.10

Proposed transfer of current students to the programme under review

Demonstrate a robust process to transfer students studying Health Education England curriculum onto the proposed programme to ensure programme learning outcomes and proficiencies meet the Standards for pre-registration nursing associate programmes (NMC, 2018).

Findings against the standard and requirements

Evidence provides assurance that the following QA approval criteria are met

- There is evidence of selection processes, including statements on digital literacy, literacy, numeracy, values-based selection criteria and capability to learn behaviour according to the Code, educational entry standard required, and progression and assessment strategy, English language proficiency criteria is specified in recruitment processes. Service users and practitioners are involved in selection processes. (R1.1.1 – R1.1.6)

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YES ☒   **NO** ☐

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- There is evidence of occupational health entry criteria, inoculation and immunisation plans, fitness for nursing assessments, Criminal record checks and fitness for practice processes are detailed. (R1.2)

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YES ☒   **NO** ☐

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- Health and character processes are evidenced including information given to applicants and students including details of periodic health and character review timescales. Fitness for practice processes are evidenced and information given to applicants and students are detailed. (R1.3)

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YES ☒   **NO** ☐

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- Processes are in place for providing supporting declarations by a registered nurse or registered nursing associate responsible for directing the educational programme (R1.4)

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YES ☒   **NO** ☐

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Provide an evaluative summary from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the QA approval criteria below is met or not met

- There is evidence of recognition of prior learning processes that are capable of being mapped to the Standards of proficiency for nursing associates and programme outcomes, up to a maximum of 50 percent of the programme. This maximum limit of 50 percent does not apply to applicants to pre-registration nursing associate programmes who are currently a NMC registered nurse without restrictions on their practice. (R1.5)

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MET ☒   **NOT MET** ☐

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R1.5 is met. Documentary evidence in the university regulations and the accreditation of prior learning (APL) procedure is explicit that an applicant may seek APL for up to a maximum of 50 percent of the programme. A mapping template is provided which maps the apprenticeship standards to the modules. The programme team confirmed the mapping template for APL against the Standards of proficiency for nursing associates. This maximum limit of 50 percent does not apply to applicants to pre-registration nursing associate programmes who are currently NMC registered nurses without restrictions on their practice. The AEI's academic regulations and APL policy states that APL may be used for the first two-thirds of a programme. The programme team told us that applications for APL are considered on an individual applicant basis. Applications for APL are internally and externally reviewed. An APL panel reviews all requests to determine if the evidence presented by the applicant meets the criteria.

- Numeracy, literacy, digital and technological literacy are mapped against proficiency standards and programme outcomes. Provide evidence that the programme meets NMC requirements, mapping how the indicative content meets the proficiencies and programme outcomes. Ongoing achievement record (ORA)/practice assessment document (PAD) linked to competence outcomes in literacy, digital and technological literacy to meet programme outcomes. (R1.6)

MET ☒   **NOT MET** ☐

R1.6 is met. Documentary evidence and confirmation by the programme team and students confirm that students are supported in both theory and practice learning in continuously developing their abilities in numeracy, literacy, digital and technological skills to meet programme outcomes and proficiencies.
The programme specification outlines English language requirements, providing details of acceptable qualifications to confirm proficiency in English Language. Recruitment materials confirm English language qualifications for home students.
The AEI has a numeracy strategy, which outlines development in numeracy through the standardised numeracy assessment process (sn@p) and assessment requirements in relation to numeracy. The module specifications and a timetable for study skills demonstrate that students will be supported throughout the programme to continuously develop their abilities in numeracy, literacy, digital and technological literacy skills. There is documentary evidence that the AEI has extensive academic support services including WordScope, MathsScope and UniSkills and this was confirmed by students.
Assessments are undertaken throughout the programme to test these skills and include; objective structured clinical examination (OSCE), Viva voce, written assignments, Sn@p numeracy test, unseen examination, presentation poster, and assessment of proficiencies. Medicines management assessment is outlined in the

practice assessment documentation. Students told us that they feel well supported in theory and practice learning. They confirmed they can access a range of support in academic and practice learning settings, which is important for them to continue to link theory and practice learning.

Proposed transfer of current students to the programme under review

- There is evidence that students learning in theory and practice on the HEE curriculum is mapped to the programme standards and Standards for pre-registration nursing associate programmes and support systems are in place.

MET ☒   **NOT MET** ☐

The current HEE nursing associate programme is mapped to the proposed programme. The mapping will facilitate the transfer to the new programme for students from the September 2018 and April 2019 cohorts. There are clear plans in place for the transfer to the SSSA which was confirmed by the programme team.

Students and PLPs told us that they have been consulted about the transfer arrangements. Students confirmed their agreement to the transfer and told us their feedback has informed the transfer arrangements to the SSSA. They confirmed that they are aware of plans to prepare them for the new programme and SSSA. We were also told that consultation included information about the proposed programme content, practice assessment documentation and the SSSA.

Assurance is provided that Gateway 1: <u>Standards framework for nursing and midwifery education</u> relevant to selection, admission and progression are met

YES ☒   **NO** ☐

Outcome

Is the standard met?	**MET** ☒ **NOT MET** ☐

Date: 10 June 2019

Standard 2: Curriculum
Approved education institutions, together with practice learning partners, must:

R2.1 ensure that programmes comply with the NMC Standards framework for nursing and midwifery education

R2.2 comply with the NMC Standards for student supervision and assessment

R2.3 ensure that all programme learning outcomes reflect the Standards of proficiency for nursing associates.

R2.4 design and deliver a programme that supports students and provides an appropriate breadth of experience for a non-field specific nursing associate programme, across the lifespan and in a variety of settings

R2.5 set out the general and professional content necessary to meet the Standards of proficiency for nursing associates and programme outcomes

R2.6 ensure that the programme hours and programme length are:

2.6.1 sufficient to allow the students to be able to meet the Standards of proficiency for nursing associates,

2.6.2 no less than 50 percent of the minimum programme hours required of nursing degree programmes, currently set under Article 31(3) of Directive 2005/36/EC (4,600 hours)

2.6.3 consonant with the award of a foundation degree (typically 2 years)

R2.7 ensure the curriculum provides an equal balance of theory and practice learning using a range of learning and teaching strategies, and

R2.8 ensure nursing associate programmes which form part of an integrated programme meet the nursing associate requirements and nursing associate proficiencies.

Standards framework for nursing and midwifery education specifically:

R1.9, R1.13; R2.2, R2.14, R2.15, R2.18, R2.19; R3.1, R3.2, R3.4, R3.7, R3.9, R3.10, R3.15, R 3.16;

R5.1 - R5.16.

Standards for student supervision and assessment specifically:

R1.2, R1.3, R1.7, R1.10, R1.11

Findings against the standard and requirements
Evidence provides assurance that the following QA approval criteria are met

- There is evidence that the programme complies with the NMC *Standards framework for nursing and midwifery education* (R2.1)

YES ☐   **NO** ☒

The school has a service user and carer forum and a strategy, which outlines plans for service user and carer involvement in the programme. Some service users told us that they had reviewed documentation for the proposed programme. We were told that the AEI has a service user and carer involvement lead but we were unable to establish their involvement in the nursing associate programme. There is insufficient evidence of service user and carer engagement in the co-production of the proposed nursing associate programme. (Condition one) (SFNME 1.12; (SPNAP) R2.1)

- There is evidence that the programme complies with the NMC *Standards for student supervision and assessment* (R2.2)

YES ☒   **NO** ☐

- Mapping has been undertaken to show how the curriculum and practice learning content meets the *Standards of proficiency for nursing associates* and programme outcomes. (R2.3)

YES ☒   **NO** ☐

Provide an evaluative summary from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the QA approval criteria below is met or not met

- There is evidence to show how the design and delivery of the programme will support students in both theory and practice to experience a non-field specific nursing associate programme, across the lifespan and in a variety of settings. (R2.4)

MET ☒   **NOT MET** ☐

R2.4 is met. We confirmed that the Greater Manchester placement model will ensure that student nursing associates will gain a broad experience in a number of external practice learning environments, in addition to their primary practice placement. Discussion at the visit confirms an effective collaborative approach between the university and PLPs/employers to ensure students experience care across the lifespan and in a variety of settings.

The PLPs confirmed that learning opportunities are identified in conjunction with the students. Spoke placements and on the job learning opportunities supplement substantive placements. The regional network enables students to undertake external placements, where needed. PLPs/employers confirm that all students will get an equitable experience across a variety of settings, regardless of where they are employed. Clinical educators monitor the breadth of practice learning experiences that students will have, and the OAR and workbooks will confirm NMC outcomes and proficiencies for nursing associates are achieved.

An example practice learning plan was reviewed which demonstrates that students will have a range of non-field specific practice learning experiences across the lifespan and in a variety of settings. The students on the current HEE programme provided us with examples of practice learning experiences which are varied and provide experiences across the lifespan which will be used for the proposed programme.

There is evidence that the theory components of the programme are mapped to the Standards of proficiency for nursing associates (NMC, 2018).

Evidence provides assurance that the following QA approval criteria are met:

-
  There is evidence that mapping has been undertaken to show how the programme outcomes, module outcomes and content meets the *Standards of proficiency for nursing associates* and programme outcomes. (R2.5)

  YES ☐   **NO** ☒

R2.5 is not met. Documentary evidence maps NMC requirements to the programme outcomes, module outcomes and programme practice learning outcomes. Module learning outcomes in the module specifications identify the platforms in the Standards of proficiency for nursing associates which are to be met in each module. However, we did not have access to review modules one and two. A mapping document which clearly links module learning outcomes to each proficiency is required. (Condition two)

Provide an evaluative summary from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the QA approval criteria below is met or not met.

- There is evidence that:
  - the programme meets NMC requirements on programme hours and programme length;
  - programmed learning is sufficient to allow the students to be able to meet the *Standards of proficiency for nursing associates.* (R2.6)

  MET ☒   **NOT MET** ☐

R2.6 is met. Documentary evidence and discussion at the approval visit confirms the programme is of sufficient length to allow students to meet the Standards of proficiency for nursing associates. Students graduate with a foundation degree over a period of two years and undertake in excess of 2,300 hours, thereby meeting the requirement for no less that 50 percent of the minimum programme hours required of nursing degree programmes.

The programme structure demonstrates an equal balance of theory and practice learning. This is detailed in the designated hours in the module descriptors and practice learning allocations. A range of learning and teaching strategies are detailed in the programme specification, programme handbook and module descriptors with theory / practice balance detailed at each part of the programme and at the end point.

- There are appropriate module aims, descriptors and outcomes specified. There is a practice allocation model for the delivery of the programme that clearly demonstrates the achievement of designated hours for the programme detailed. (R2.7)

MET ☐   **NOT MET** ☒

R2.7 is not met. Documentary evidence demonstrates the learning and teaching strategies for intended use on the proposed programme which include for example: a blended learning integrated approach, individual and group tutorials, flipped classroom, problem based learning, enquiry based learning scenarios, simulated learning and self directed learning.
The programme is delivered via day release or a mixture of block and day release across three trimesters per year. The programme specification illustrates an equal balance between theory and practice. However, there are some inconsistencies in the information presented in the programme documentation, and we were unable to review modules one and two. A detailed programme delivery model, which clearly demonstrates the sequencing of theory and practice learning to achieve an equal balance of theory and practice learning needs to be provided. (Condition three)

Evidence provides assurance that the following QA approval criteria are met:

- There is evidence that programmes leading to nursing associate registration and registration in another profession, will be of suitable length and nursing associate proficiencies and outcomes will be achieved in a nursing associate context. (R2.8)

YES ☒   **NO** ☐

Assurance is provided that Gateway 1: <u>Standards framework for nursing and midwifery education</u> relevant to curricula and assessment are met

YES ☒   **NO** ☐

Assurance is provided that Gateway 2: <u>Standards for student supervision and assessment</u> relevant to curricula and assessment are met

YES ☒   **NO** ☐

Outcome

Is the standard met?   **MET** ☐   **NOT MET** ☒

The school has a service user and carer forum and a strategy, which outlines plans for service user and carer involvement in the programme. Some service users told us that they had reviewed documentation for the proposed programme. We were told that the AEI has a service user and carer involvement lead but we were unable to establish their involvement in the nursing associate programme. There is insufficient evidence of service user and carer engagement in the co-production of the proposed nursing associate programme. (Condition one)
Condition one: Provide a strategy and implementation plan, which demonstrates how service users will be involved in the ongoing development, delivery, evaluation and co-production of the nursing associate programme (SFNME R1.12; Standards for nursing associate programmes. (SPNAP) R2.1)

Module learning outcomes in the module specifications identify the platforms in the Standards of proficiency for nursing associates which are to be met in each module. However, we did not have access to review modules one and two. A mapping document which clearly links module learning outcomes to each proficiency is required. (Condition two)
Condition two: The programme team should ensure that the programme outcomes, module outcomes and content are mapped to the Standards of proficiency for nursing associates (NMC, 2018). (SPNAP R2.5)

The programme specification illustrates an equal balance between theory and practice. However, there are some inconsistencies in the information presented in the programme documentation, and we were unable to review modules one and two. A detailed programme delivery model, which clearly demonstrates the sequencing of theory and practice learning to achieve an equal balance of theory and practice learning needs to be provided. (Condition three)

Condition three: The programme team must provide a detailed programme plan which clearly demonstrates an equal balance of theory and practice learning. (SPNAP R2.7)

Nursing & Midwifery Council

Better, safer care through quality assurance of nursing, midwifery and nursing associate education.

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Date: 10 June 2019

Post Event Review

Identify how the condition is met:

Condition one: The service user and carer strategy (2018 – 2021) has been revised to include the nursing associate programme. An implementation plan is also provided which confirms how service users and carers will be involved in the ongoing development, delivery, evaluation and co-production of the nursing associate programme. Condition one is now met.

Condition two: The programme team provided a FdSc nursing associate higher apprenticeship programme mapping document which confirms the programme outcomes, module outcomes and programme content are mapped to the Standards of proficiency for nursing associates (NMC, 2018). Modules: Application of Skills to Support Health and Wellbeing one and two are provided. Condition two is now met.

Condition three: The programme team provided a programme overview document which clearly demonstrates an equal balance of theory and practice learning in the nursing associate programme. Condition three is now met.
Evidence:
•   Programme team response to conditions, 10 July 2019
•   Service user and carer strategy (2018 – 2021) Public engagement in education and research, revised June 2019
•   Communication, engagement and involvement activities -Nursing Associate programme, June 2019
•   FdSc nursing associate mapping to Standards of proficiency, 24 June 2019
•   Module specification: Application of Skills to Support Health and Wellbeing one, 10 April 2019
•   Module specification: Application of Skills to Support Health and Wellbeing two, 10 April 2019
•   FdSc nursing associate programme overview, 23 June 2019

Date condition(s) met: 17 July 2019

Revised outcome after condition(s) met: MET ☒   NOT MET ☐

Standard 3: Practice learning

Approved education institutions, together with practice learning partners, must:

R3.1 provide practice learning opportunities that allow students to develop and meet the Standards of proficiency for nursing associates to deliver safe and effective care, to a diverse range of people, across the lifespan and in a variety of settings

R3.2 ensure that students experience the variety of practice expected of nursing associates to meet the holistic needs of people of all ages

R3.3 ensure technology enhanced and simulation-based learning opportunities are used effectively and proportionately to support learning and assessment

R3.4 take account of students' individual needs and personal circumstances when allocating their practice learning including making reasonable adjustments for students with disabilities, and

R3.5 ensure that nursing associate students have protected learning time in line with one of these two options:

3.5.1 Option A: nursing associate students are supernumerary when they are learning in practice

3.5.2 Option B: nursing associate students who are on work-placed learning routes:

3.5.2.1 are released for at least 20 percent of the programme for academic study

3.5.2.2 are released for at least 20 percent of the programme time, which is assured protected learning time in external practice placements, enabling them to develop the breadth of experience required for a generic role, and

3.5.2.3 protected learning time must be assured for the remainder of the required programme hours.

Standards framework for nursing and midwifery education specifically:

R1.1, R1.3, R1.5; R2.9, R2.11; R3.3, R3.5, R 3.7, R3.16; R5.1, R5.7, R5.10, R5.12

Standards for student supervision and assessment specifically:

R1.1 – R1.11

Findings against the standard and requirements

Provide an evaluative summary from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the QA approval criteria below is met or not met

Evidence that the practice learning opportunities allow students to develop and meet the *Standards of proficiency for nursing associates* to deliver safe and effective care, to a diverse range of people, across the lifespan and in a variety of settings. (R3.1)

<div align="right">

MET ☒   NOT MET ☐

</div>

R3.1 is met. Documentary analysis indicates that students are provided with appropriate practice learning opportunities required to develop the Standards of proficiency for nursing associates. The nursing associate practice assessment document (NAPAD) is comprehensively mapped to the standards of proficiency. The progression point review process will provide an opportunity for students, PLPs and the AEI to confirm that the student has had a range of practice learning experiences across the lifespan and in a variety of settings to allow students to develop and meet the Standards of proficiency for nursing associates. PLPs oversee the placement allocation to ensure that students have placement experiences to a diverse range of people across the lifespan and in a variety of settings. We were told that PLPs will have responsibility for the allocation of placements. We were told that students will have a range of practice learning experiences and where required students will access external placements, if practice learning experiences are not available within their employing organisation.

- There is evidence of how the programme will ensure students experience the variety of practice learning experiences to meet the holistic needs of people in all ages. There are appropriate processes for assessing, monitoring and evaluating these practice experiences. (R3.2)

<div align="right">

MET ☒   NOT MET ☐

</div>

R3.2 is met. The programme team, PLPs and students told us about the range of placement learning experiences that will be available. We found that students will have placements across the four fields of nursing and in a range of settings. Placements will be organised by the PLPs who work closely with students to identify gaps in their learning. PLPs identify external placements when necessary. Spoke placements and on the job learning opportunities supplement substantive placements. The regional network enables students to undertake external placements where needed. PLPs oversee the placement allocation to ensure that students have placement experiences across the lifespan and across the four

fields of nursing and in a range of settings. PLPs have processes in place to ensure that students meet weekly with practice supervisors. This allows identification of additional learning opportunities where needed.

The Greater Manchester (GM) nursing associate partnership operational group evidence that there will be appropriate processes in place for assessing, monitoring and evaluating student practice experiences. The progression point review process provides an opportunity for students, PLPs and the AEI to assess, monitor and evaluate these practice experiences, and to confirm that the student has had a range of placement learning experiences. This provides a clear record of achievement. Student learning experience is monitored by the GM project management office and in collaboration with the AEI.

- There is evidence of plans for effective and proportionate use of technology enhanced and simulation-based learning opportunities and to support learning and assessment in the curriculum (R3.3)

MET ☒   NOT MET ☐

R3.3 is met. Documentary analysis and discussion evidences that simulation-based learning is planned within the proposed programme. The school has dedicated clinical skills rooms, which will be used to support student learning and assessment. Simulation facilities include; an adult and children's ward, treatment room, nurse's station, bathroom, day room, two side rooms, and a range of human patient simulators. Clinical procedures and scenarios can be practised using the simulators to ensure students learn in a safe and supportive environment. The simulated environments are safe areas where students participate in simulated sessions, and experience clinical/non-clinical procedures, mastering their technique and skills without risk to patients and service users. The programme team confirmed that simulation will be used for clinical skills rehearsal. Technology enhanced learning opportunities are used within the programme. Students will experience various technological systems to support, facilitate and assess their learning as they progress through their programme. Students have access to resources to support the development of their digital literacy skills. A Blackboard virtual learning environment (VLE) and an online library are used by academic staff and students to support learning. Students use Blackboard for collaboration, to access learning materials and for submitting assessments. Students are automatically enrolled onto module sites on Blackboard each semester.

- There are processes in place to take account of students' individual needs and personal circumstances when allocating their practice learning including making reasonable adjustments for disabilities. (R3.4)

MET ☒   NOT MET ☐

R3.4 is met. Documentation and discussion provides evidence of a collaborative

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process with PLPs/employers should any students require reasonable adjustments in the practice learning environment. Students will have access to the employer's occupational health service. Where needed, practice supervisors, practice assessors and academic assessors will work collaboratively to ensure that reasonable adjustments are in place.

The programme team told us that students are made aware of the support and reasonable adjustments available to them at the start of every module. They provided examples of when reasonable adjustments had been made. PLPs confirmed that additional support is also made available in practice learning settings. Students confirmed these arrangements and told us that information about reasonable adjustments is provided in the PAD.

The admissions policy states that reasonable adjustments may be made. However, there is no information provided to applicants to the programme about reasonable adjustments. (Recommendation one)

- Evidence that nursing associate students have protected learning time through one of the two options (A or B). There must be clarity of evidence to support the single option selected.

  Processes are in place to ensure that protected learning time will be monitored in accordance with the selected option.

  Evidence that students will be released for a minimum of 20 percent of the programme for academic study.

  Evidence that students will be released for a minimum of 20 percent of the programme time, which is assured protected learning time in external practice placements, enabling them to develop the breadth of experience required for a generic role.

  Evidence that information is provided to students and practice learning partners on protected learning time/supernumerary status and the selected single option. (R3.5)

  MET ☒   **NOT MET** ☐

R3.5 is met. Documentary evidence indicates that protected learning time is promoted for all students at a regional level. Students will spend 80 percent of their time in work-based learning and 20 percent in off the job training. During the off-the-job element students will be released to attend university. The Greater Manchester practice learning time (PLT) document and programme handbook provide evidence of the protected learning time. Employers confirmed that protected learning time will be in place for all students on the proposed nursing associate programme. Timetables provide information about the structure of the taught elements of the programme; some are delivered in block release, some via day release for both routes.

All students will be required to record all programme learning hours using the online practice assessment record and evaluation (PARE) tool which will to be signed off by their practice supervisor, practice assessor or academic assessor.

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Note: *If issues of concern have been identified by system regulators regarding practice learning environments which are to be used for this programme include an overview of the partnership approach between the AEI/education institution and their practice learning partners to manage and mitigate any risks to student learning.*

Assurance is provided that Gateway 1: <u>Standards framework for nursing and midwifery education</u> relevant to practice learning are met

YES ☒   **NO** ☐

Assurance is provided that Gateway 2: <u>Standards for student supervision and assessment</u> relevant to practice learning are met

YES ☒   **NO** ☐

Outcome

Is the standard met?   **MET** ☒   **NOT MET** ☐

Date: 10 June 2019

Standard 4: Supervision and assessment

Approved education institutions, together with practice learning partners, must:

R4.1 ensure that support, supervision, learning and assessment provided complies with the NMC Standards framework for nursing and midwifery education

R4.2 ensure that support, supervision, learning and assessment provided complies with the NMC Standards for student supervision and assessment

R4.3 ensure they inform the NMC of the name of the registered nurse or registered nursing associate responsible for directing the education programme

R4.4 provide students with feedback throughout the programme to support their development

R4.5 ensure throughout the programme that students meet the Standards of proficiency for nursing associates

R4.6 ensure that all programmes include a health numeracy assessment related to

nursing associate proficiencies and calculation of medicines which must be passed with a score of 100 percent

R4.7 assess students to confirm proficiency in preparation for professional practice as a nursing associate

R4.8 ensure that there is equal weighting in the assessment of theory and practice, and

R4.9 ensure that all proficiencies are recorded in an ongoing record of achievement which must demonstrate the achievement of proficiencies and skills as set out in Standards of proficiency for nursing associates.

Standards framework for nursing and midwifery education specifically: specifically:

R2.11; R3.5, R3.6, R 3.8, R3.11, R3.13, R3.14, R3.17;

R4.1, R4.2, R4.3, R4.4, R4.5, R4.6, R4.8, R4.11; R5.9

Standards for student supervision and assessment specifically:

R4.1 – R4.11

Findings against the standards and requirements

Provide an evaluative summary from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the QA approval criteria below is met or not met

- There is evidence of how the programme will ensure how support, supervision, learning and assessment provided complies with the NMC *Standards framework for nursing and midwifery education*. (R4.1)

MET ☒   NOT MET ☐

Documentary analysis and findings at the approval visit confirm that students will be allocated a clinical educator, practice supervisors, practice assessors, and academic assessors from the beginning of the programme. Roles and responsibilities are clearly defined.
Preparation for the implementation of the SSSA and the roles supporting student learning has been undertaken collaboratively with PLPs. PLPs and the programme team confirmed and outlined the SSSA implementation plan. Those individuals acting as practice supervisors and practice assessors have been identified and a range of activities are scheduled to prepare them for the roles. PLPs/employers confirmed that there are sufficient numbers to support students in practice learning and assessment.

A process is in place for existing mentors to self-declare that they are competent to act in the roles and for practice learning areas to identify their readiness to support students. The transfer to the SSSA document indicates that a preparation programme is in place to support the new roles. Information about the SSSA is clearly articulated in a practice learning guide.

- There is evidence of how the *Standards for student supervision and assessment* are applied to the programme. There are processes in place to identify the supervisors and assessor along with how they will be prepared for their roles. (R4.2)

MET ☒   **NOT MET** ☐

R4.2 is met. Documentation provided demonstrates that there are robust processes in place to support student supervision and assessment. There is a handbook for practice supervisors and practice assessors and PLP managers have been provided with detailed information about SSSA. There is documentary evidence that practice supervisors and assessors will have protected time to undertake updates and employers confirmed this.
Employers confirmed that they will maintain registers for practice supervisors and practice assessors, and there will be sufficient appropriately qualified practice assessors and practice supervisors to provide support for assessment of skills and proficiency for all students. We confirmed that there is an implementation plan in place to prepare practice supervisors, practice assessors and academic assessors for their roles.
The programme will adopt the England NAPAD and OAR which will facilitate consistent assessment that complies with the SSSA.

Evidence provides assurance that the following QA approval criteria are met:

- There are processes in place to ensure the NMC is informed of the name of the registered nurse or registered nursing associate responsible for directing the education programme. (R4.3)

YES ☒   **NO** ☐

Provide an evaluative summary from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the QA approval criteria below is met or not met

- There are processes in place to provide students with feedback throughout the programme to support their development. Formative and summative assessment strategy is detailed (R4.4)

MET ☒   **NOT MET** ☐

R4.4 is met. Formative assessment and feedback opportunities are included in each module and within practice learning experiences to support students development. A variety of assessments are used to assess student progression across the programme and each of these assessments have formative and summative assessment and feedback. Students on the current HEE nursing associate programme confirmed that they are provided with timely, written and verbal, constructive feedback which helps prepare them for theory assessments. Academic feedback sheets and level descriptors illustrate how academic staff will document student feedback.

The NAPAD provides opportunities for the student to receive feedback about their progress in practice learning. During practice learning students will be provided with feedback to support their development through initial, mid-point and final reviews. In addition, clinical educators will provide regular feedback at least twice per trimester. Practice supervisors are able to record their decisions on the student's progress and proficiency in the PAD. Students will receive further feedback via the ORA and PAD.

- There is appropriate mapping of the curriculum and practice learning placements to ensure throughout the programme that students meet the *Standards of proficiency for nursing associates.* (R4.5)

MET ☒   **NOT MET** ☐

R4.5 is met. The programme learning outcomes have been mapped to the Standards of proficiency for nursing associates. Module learning outcomes identify the Standards of proficiency for nursing associates to be met in each module. In addition, the NAPAD is mapped to the NMC standards and proficiencies. This demonstrates that students who successfully complete the programme will meet the relevant NMC standards.

Evidence provides assurance that the following QA approval criteria are met:

- There is evidence that all programmes include a health numeracy assessment related to nursing associate proficiencies and calculation of medicines which must be passed with a score of 100 percent (R4.6)

YES ☒   **NO** ☐

- There is an appropriate assessment strategy and process detailed. (R4.7)

YES ☒   **NO** ☐

- There is an assessment strategy with details of the weighting for all credit bearing assessments. Theory and practice weighting is calculated and detailed in award criteria and programme handbooks. (R4.8)

YES ☒   **NO** ☐

- There is evidence that all proficiencies are recorded in an ongoing record of achievement which must demonstrate the achievement of proficiencies and skills as set out in the *Standards of proficiency for nursing associates*. (R4.9)

YES ☒   **NO** ☐

Assurance is provided that Gateway 1: <u>Standards framework for nursing and midwifery education</u> relevant to supervision and assessment are met

YES ☒   **NO** ☐

Assurance is provided that Gateway 2: <u>Standards for student supervision and assessment</u> are met

YES ☒   **NO** ☐

Outcome	
Is the standard met?	**MET** ☒ **NOT MET** ☐
Date: 10 June 2019	

Standard 5: Qualification to be awarded
Approved education institutions, together with practice learning partners, must:
R5.1 ensure that the minimum award for a nursing associate programme is a Foundation Degree of the Regulated Qualifications Framework (England), which is typically two years in length, and

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R5.2 notify students during the programme that they have five years in which to register their award with the NMC. In the event of a student failing to register their qualification within five years they will have to undertake additional education and training or gain such experience as is specified in our standards in order to register their award.

Evidence provides assurance that the following QA approval criteria are met

- The minimum award for a nursing associate programme is a Foundation Degree of the Regulated Qualifications Framework (England) (R5.1)

  YES ☒　　**NO** ☐

- Evidence that students are notified during the programme that they have five years in which to register their award with the NMC. In the event of a student failing to register their qualification within five years they will have to undertake additional education and training or gain such experience as is specified in our standards in order to register their award. (R5.2)

  YES ☒　　**NO** ☐

Fall Back Award

If there is a fall back exit award with registration as a nursing associate all NMC standards and proficiencies are met within the award

Standards framework for nursing and midwifery education specifically R2.11, R2.20

YES ☐　　**NO** ☐ **N/A** ☒

There is no exit award.

Assurance is provided that the Standards framework for nursing and midwifery education relevant to the qualification to be awarded are met

YES ☒　　**NO** ☐

Outcome

Is the standard met?	**MET** ☒	**NOT MET** ☐

Date: 10 June 2019

Section four

Source of evidence

The following documentation provided by the AEI/education institution was reviewed by the visitor(s):

Key documentation	YES	NO
Programme document, including proposal, rationale and consultation	☒	☐
Programme documentation includes collaboration and communication arrangements with HE/FE partner if relevant	☒	☐
Programme specification	☒	☐
Module descriptors	☒	☐
Student facing documentation including: programme handbook	☒	☐
Student university handbook	☒	☐
Student facing documentation includes HE/FE college information for students, if relevant	☒	☐
Practice assessment documentation	☒	☐
Ongoing record of achievement (ORA)	☒	☐
Practice learning environment handbook	☒	☐
Practice learning handbook for practice supervisors and assessors specific to the programme	☒	☐
Academic assessor focused information specific to the programme	☒	☐
Placement allocation / structure of programme	☒	☐
PAD linked to competence outcomes, and mapped against standards of proficiency	☒	☐
Mapping document providing evidence of how the education institution has met the Standards framework for nursing and midwifery education (NMC, 2018)	☒	☐
Mapping document providing evidence of how the education institution has met the Standards for pre registration nursing associate programmes (NMC, 2018)	☒	☐
Mapping document providing evidence of how the Standards for student supervision and assessment (NMC, 2018) apply to the programme	☒	☐
Curricula vitae for relevant staff	☒	☐
CV of the registered nurse or nursing associate responsible for directing the education programme	☒	☐
Registrant academic staff details checked on NMC website	☒	☐
External examiner appointments and arrangements	☒	☐

Written confirmation by education institution and associated practice learning partners to support the programme intentions, including a signed supernumerary for protected learning	☒	☐

List additional documentation:
Post event documentation to confirm conditions are met:
• Programme team response to conditions, 10 July 2019
• Service user and carer strategy (2018 – 2021) Public engagement in education and research, revised June 2019
• Communication, engagement and involvement activities -Nursing Associate programme, June 2019
• FdSc nursing associate mapping to Standards of proficiency, 24 June 2019
• Module specification: Application of Skills to Support Health and Wellbeing one, 10 April 2019
• Module specification: Application of Skills to Support Health and Wellbeing two, 10 April 2019
• FdSc nursing associate programme overview, 23 June 2019

If you stated no above, please provide the reason and mitigation

Additional comments:

During the visit the visitor(s) met the following groups:

	YES	NO
Senior managers of the AEI/education institution with responsibility for resources for the programme	☒	☐
HE/FE college senior managers, if relevant	☒	☐
Senior managers from associated practice learning partners with responsibility for resources for the programme	☒	☐
Programme team/academic assessors	☒	☐
Practice leads/practice supervisors/ practice assessors	☒	☐
Students	☒	☐
If yes, please identify cohort year/programme of study: 3 x students April 2018 cohort 2 x students September 2018 cohort 3 x April 2019 cohort		
Service users and carers	☒	☐
If you stated no above, please provide the reason and mitigation		
Additional comments:		

The visitor(s) viewed the following areas/facilities during the visit:

	YES	NO
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	☐	☒
Library facilities	☐	☒
Technology enhanced learning / virtual learning environment	☐	☒
Educational audit tools/documentation	☐	☒
Practice learning environments	☐	☒
If yes, state where visited/findings:		
System regulator reports reviewed for practice learning partners	☐	☒
System Regulator Reports List		
If you stated no to any of the above, please provide the reason and mitigation This is an established AEI and visits to resources were not required.		
Additional comments:		

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Submitted by:	Alex Brooker	Date:	16 August 2019